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ABSTRACT

This occupational simulation booklet is one of several career exploration instructional units resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). (This simulation was designed to be used following detailed student exploration and learning in a unit on the consumer in the marketplace which provides background information on agencies and other sources of consumer information.) The major activity for this simulation is the recording of a series of 15-minute radio programs on consumer affairs. The students apply consumer and communication skills as they do the work of an advertising time salesmen, a radio announcer, and a program director in producing these programs. The content includes (1) a short teacher's guide consisting of class discussion questions, instructions for using this unit, and suggested resource materials; and (2) three simulated cases involving the three aforementioned jobs, each including job description, job-related tasks for students to do as if they were the employees responsible for these activities, and some questions and information for students to use in determining whether the job is for them. (EM)

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S I M U L A T I O N

Consumers Right To Know

Printed by

CEPAC: Career Education -
A Process of Attitude Change

San Juan Basin Area
Vocational-Technical School
Cortez Colorado

CE 011 685

FOREWARD

This occupational simulation was prepared by Marilyn Haley and taught in her classroom as part of a comprehensive career education program. The CEPAC Career Education Project is a consortium in Southwestern Colorado administered through the San Juan Basin Area Vocational-Technical School including the school districts of:

Dolores RE-4A, Dolores, Colorado
Mancos RE-6, Mancos, Colorado
Dolores County RE-1-J, Dove Creek, Colorado
San Juan County No. 1, Silverton, Colorado
Egnar No. 18, Egnar, Colorado
Montezuma-Cortez RE-1, Cortez, Colorado
Bayfield 10Jt-R, Bayfield, Colorado

The reader should note that the career education unit presented here was developed for a particular class and may or may not be adaptable to all situations. This material has been reproduced so that others may benefit from the endeavors of the author and the Career Education Project.

This publication was the result of cooperative efforts of ESEA Title III through the Colorado State Department of Education and Vocational Education Part D Exemplary through the Colorado State Board for Community Colleges and Occupatioanl Education.

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PURPOSE:

Students will apply consumer skills and communication skills to complete activities involved in producing a radio program. These activities will include the work performed by the employees of Radio Station KCON in preparing and broadcasting a new program called "The Consumer's Right to Know," geared to be a sounding board for consumer problems.

MAJOR ACTIVITIY

The major activity for this simulation is the recording of a series of 15 minute radio programs on consumer affairs. The students will complete activities contributing to the programs by completing some of the work done by three employees of Station KCON: An Advertising Time Salesman; A Radio Announcer; and a Program Director.

This simulation was designed to be used following detailed student exploration and learning in a unit on "The Consumer in the Marketplace." This provides the students with the informational background on agencies and other sources of consumer information.

SUPPLIES AND EQUIPMENT NEEDED:

A. One or more tape recorders, blank tapes, and microphone.

B. A library of printed resource material already used in class to develop consumer skills.*

C. Filmstrips, etc., available in school library.*

D. Copies of the job descriptions and student packets.

Before beginning the simulation, the instructor should read through both the teacher guide and the student packet to determine any variations he may wish to make, as well as to become thoroughly familiar with the individual activities and the group interaction which will be developed.

* A bibiography of suggested resource materials may be found at the end of the teacher's portion of this simulation.

OPTIONAL ACTIVITIES:

Field trip to the local radio station, or send a few students to report back to the class.

Role play a staff meeting of the three employees in order to plan programming.

Invite speech teacher to discuss with the class techniques of good voice control, inflection, expression, etc.

Assign students to different time segments of radio programming locally to analyze both program content and format, as well as commercial thrust--report to the class.

Invite any high school students or teachers doing part-time radio work to discuss their job experience with students.

Have a student research FCC regulations on radio and report to the class.

Invite Home Ec. teacher to discuss judging quality in buying food, clothing, household furnishing, etc.

Invite librarian to help students use "Reader's Guide" and other library resource material easily and efficiently.

Show 16 mm film "Is a Career in Radio or Television for you?"

Play games:

1. "Consumer"

2. "Market"

TEACHER'S GUIDE

Introduce the concept of combining student skills in consumer rights and communication into the production of a series of radio programs.	The statements in this second column are representative of those which will come from the class.

SUGGESTED QUESTIONS:

1. Do you feel you are a better informed consumer now than before we studied the unit on "The Consumer in the Marketplace?"	(Yes, answer expected)
2. Do you feel that the consumers in our community are aware of their rights and know how and where to take action?	(Some are, some aren't some don't care)
3. In what ways could this kind of help be offered to all the consumers on our community?	(Through woman's clubs, speakers, newspaper articles, radio, etc.)
4. Do you think these consumers will listen to a radio program or read a newspaper if it were available and it were well done?	(Maybe, maybe not--if they were really having some diffulty or if it were about something that just happened or if they thought it might save them some money)
5. What are some of these conseumer experiences which might be used as the subject for a series of radio broadcasts?	

THE ANSWERS TO QUESTION FIVE PROVIDE A LIST FROM WHICH TOPICS FOR THE BROADCASTS TO BE WRITTEN AND TAPED BY STUDENTS CAN BE DRAWN. WRITE THEM ON THE BOARD AS THEY ARE CONTRIBUTED FROM THE PERSONAL EXPERIENCES OF THE STUDENTS.

YOU MIGHT GET ANY OR ALL OF THE FOLLOWING:

1. Guarantee or warranty which wasn't backed by the company.
2. A TV set which quit working and couldn't be returned and the company wouldn't fix.
3. Door to door saleman from whom you never received the merchandise ordered.
4. Signing a contract you didn't understand.
5. Advertising which might be considered false or misleading.
6. Merchandise delivered in mail which you didn't order.
7. Think scales at a store are not measuring accurately.
8. High pressure, giving information about a product, later proved to be false.
9. Getting help in buying a used car.
10. How to judge the quality of a product other than price.
11. What agency handles what kind of complaint.
12. Telephone and mail "gimmick" calls.

When the class has developed a list of topics from which they can draw for program ideas, divide the class into groups with three people each. (If you feel that your class can work better in larger groups, then disregard the three) Each of your groups within the class will work together in order to write the commercials and the program content for a15 minute program "The Consumer's Right to Know."

The writing of this program will take place by completing the simulation found in the student sheets. They will write the commercials as part of the activities done by Al Sanchez, an announcer, in planning the sequence of the program themselves. The program formats and content will be determined in the groups by completing the work of Program Director, Mrs. Joan Rogers.

The compiling of materials, determining format, writing commercials, and forming time sequence is done as the work of the three jobs is completed, They do not need to be done in any particular order---perhaps one sequence will see more appropiiate than another to different instructors.

Each of the jobs should be introduced with a brief question and answer discussion leading into the particular job. These questions might be as follows:

1. Do you know what the Time Salesman does? (Substitute another title as you change to other jobs?)

2. What kind of person do you think he should be?

3. Is his job one which carries with it a lot responsibility?

4. Do you know anyone who does who does this kind of work?

Following the discussion in each case, encourage the groups of students to go ahead into their packets, working the solutions out <u>together</u>.

RESOURCES

FILMSTRIPS

Procter & Gamble Advertising Kit--Filmstrip, record, student leaflet, poster.

Consumer Education Series: Doubleday (Filmstrips and Cassettes)

"Decisions, Decisions"
"How to Be a Loser"
"Getting Ahead of the Game"
"Your Money--Now You See It, Now You Don't"
"The Law & Your Pocketbook"

Consumer Education Series: Eyegate (Filmstrip and Cassettes)

"How to Shop"
"Getting What You Really Want"
"How to Buy"
"Recognizing Real Bargains"
"Traps to Stay Out of"
"Deciding to Buy"

Buyer Beware Series: Westinghouse (Filmstrips and Cassettes)

"Consumer Rights"
"Consumer Responsibilities"
"The Consumer As An Individual"
"The Consumer in Society"
"Alternatives in the Marketplace"
"Something in Common"

Consumer Education Series: McGraw-Hill (Filmstrips and Cassettes)

"The Consumer & the Government"
"Money is the Medium"
"Let the Buyer Beware"
"How to Buy Food"
"How to Buy Clothes"
"How to Buy a Used Car"

PERIODICALS

Monthly copies of "Consumer Reports"
Monthly copies of "Changing Times"
Monthly copies of "Money"

PAMPHLETS

"Making the Most of Your Money" Educational Division,- Institute of Life Insurance, 277 Park Avenue, New York, NY 10017

BOOKS

Consumer Education Bibliography, Office of Consumer Affairs, New York Public Library. 1971

Consumer Reports Buying Guide, Consumers Union of U. S., Inc., New York

Fletcher, Adele Whitely, How To Stretch Your Dollar, The Benjamin Co. Inc., & The Rutledge Book Co., Inc., New York 1968

Johnson, Thomas A., Dollar Power, Pendulum Press, Inc., Westhaven, CC, 1973.

Journal of Consumer Affairs, American Council on Consumer Interests, Vol. 5, No. 2, 1971.

Rosenbloom, Joseph, Consumer Complaint Guide, MacMillan Publishing Co., Inc., 256 Washington Street, Mount Vernon, NY 10550

RADIO TIME SALESMAN

"And now, a word from our sponsor..." These are familiar words in almost every American household, for over 92% of the dwellings in the United States have radio and television sets. Advertisers spend a millions ot dollars each year buying radio and television time to promote their products and services. They buy time from ten-second commercials to entire programs, or jointly sponsor a program with other advertisers. The person who arranges for the purchase of this time is called a Radio Time Salesman. He sells portions of his station's broadcasting time to clients who wish to tell the listening public about their products.

In a small station the saleman may have a combination of jobs. He may be called upon to serve as an announcer occasionally, plan programs and write the commercials for his advertisers.

The time saleman spends part of his day writing letters and making telephone calls to arrange meetings with prospective clients. He maintains contact with the advertisers already buying time from the station. He keeps a personal file on each of them, recording the calls he makes, the results of each visit, whether the client is a good or poor prospect and any other items that will help him in his work. The greatest part of his time, however, is spent calling on people at their places of business.

In the pages which follow, you will do a few of the tasks which Keith Jenkins performs in his job as a radio time saleman in Station KCON. Since KCON is a small station, Keith not only sells time for the station, but many times must write the commercials himself after contacting the clients of his station.

Page 1

At the weekly staff meeting, Keith is informed that the station is considering broadcasting a local program to be called "The Consumer's Right To Know." The program will be 15 minutes in length and will be broadcast once a week. The station should try to interest new advertisers to sponsor this program as well as the station's present client list.

Write two form letters. The first letter should be written to inform businesses in the area of the new program being planned and to try to prepare them for a visit from Keith Jenkins, giving them the opportunity to purchase time on the new program.

The second letter should be written to be sent to the list of clients already advertising on the station, but who might be interested in purchasing time on the new program. Again, the advertisers will be contacted in person by Keith Jenkins to be given the opportunity to ask questions and to purchase time.

Keith Jenkins has contacted many of the businesses in his file and is getting a good response. He has sold time to the following businesses. Choose two of the following businesses and write a 30-second commercial for each.

Slaven's Hardware	B & K Auto Parts
1st National Bank	Jerry's Sporting Goods
Penningtons	Gambles
City Market	Knifty Knook
Penneys	Citizen's State Bank
Woolworth's	Safeway

If you would rather, choose any other local business.

Keith usually writes his commercial by first filling in the following form as a guide. Perhaps this would be of help to you.

Name of store _____

Length of commercial purchased _____

How many times to be run _____ (Changes in commercial from time to time)

Product to be featured in the commercial _____

Pertinent information about the product: brand name, special price if any, description, etc.

Since the local station serves an area which has no Better Business Bureau, comsumers have no such agency to which they may refer complaints. At the last Chamber of Commerce meeting, which Keith attended, the station was asked to include in their public service time, which is required by the Federal Communication Commission, a public service announcement about the services which the Chamber Manager and the Chairman of the Retail Trades Committee were willing to render to the Public.

Write a public service announcement which can be featured along with the new consumer's rights program, and which will meet the FCC requiements.

IS THIS JOB FOR ME?

1. Am I an outgoing person?

2. Do I like to sell things?

3. Have I been successful in selling things for clubs or organizations to which I belong?

4. Do I express myself well? Do others understand what I am trying to say?

5. Do I have good mathematical ability?

6. Do I enjoy other people and find it rewarding to serve others?

7. Do I start activities or do I wait for direction from others?

8. Do I enjoy doing things on my own with no supervision, do I finish what I start?

9. Am I easily discouraged?

10. Do I enjoy meeting and working with all kinds of people?

11. Am I creative; usually have ideas?

A radio time salesman needs the same abilities as a salesman in any field. He needs to be poised and self-confident. He must understand the psychology of selling. This means he must be able to judge his prospective clients and quickly to extablish a personal relationship or prefer to keep everything on a business-like basis. He must be able to express himself understandably, persuasively, and sincerely.

The salesman must have the intelligence to understand his own business and that of each of his advertisers. Unless he comprehends clients' problems, he cannot successfully suggest proper times and programs to reach the audience most interested in each product. This means he must be able to analyze variety of products, advertisers' budgets, and potential customers in order to secure the greatest return for the advertising dollar.

The Radio Time Salesman must remain optimistic even when sales are slow. He may have customers who are hard to please. At times he has to change his personal plans to accommodate a client. However, his interest in others and the challenge of sales work usually offset these things.

It is possible for high school graduates with outstanding personalities and intelligence to find entry jobs in broadcasting, but those who wish to advance in this type of work need college training. Because a Radio Time Salesman works closely with advertising and sales managers of different companies, advertising agency account executives, and heads of large and small businesses, he particularly needs a broad liberal arts education with some business courses. Many college universities offer courses in various phases of radio and television broadcasting and some of these courses stress the technical aspects of broadcasting, the student gains valuable knowledge by taking those offering general background information and by working at the studio.

The outlook for jobs as broadcasting time salesman is very good.

PROGRAM DIRECTOR

Broadcasting companies are in business to make money, just as other companies are. In order to attract sponsors who will buy commercial time on the air, stations must be able to boast of large listening audiences. Radio stations do no depend on luch to catch and hold the public's favor. They hire experts in programming and production to set up a schedule that will please the greatest number of people in the area. These experts are called Radio Program Directors.

Before he can determine what type of programming is best for the station, the Program Director must study the area served. A station's advertisers have to be considered. He must also determine what times of the day to show which programs, and what types of programs will have the most appeal.

The programming specialist has a wide variety of formats, or program types, from which to choose. Some of them are audience participation shows, quiz shows, situation comedies, recorded music, live music, how-to-do-it programs, children's shows, dramas, documentaries, interview, panel shows, news and special events programs, one-man shows, etc. With the help of the staff the program director plans, prepares and produces the shows that will be heard on his station.

The program director for station KGON is Mrs. Joan Rogers. She has called a meeting of her staff to begin work on the new show "The Consumer's Right to Know." Turn the page and begin to do the work of our program director.

You are meeting with your two assistants who are going to help with the sales and development of the new show. Within your group complete the following activities:

A. Develop the basic ideas for a program on one 15-minute broadcast; then discuss with your assistants the best format for the show which you choose. Outline the plan for this show.

B. Gather your material together and write the show.

C. Tape the show.

D. Hold a follow-up staff meeting after your program has been taped and listen to the broadcast. Discuss the quality of the program for the following:

1. sound
2. arrangement of ads, announcements, etc.
3. format
4. music, if any

E. Retape, making changes, if you were not satisfied with your first results.

From time to time emergency situations arise in regard to programs, which call for a decision by the program director. Below are three situations which might fall in the "emergency" category. As a group discuss what you believe to be a practical solution. Write your answer in the space provided, after the group reaches a concensus of opinion.

I. Thirty minutes before the taped interview with the Representative for consumer affairs from the Attorney General's Office is to be played on the air as this week's program, the announcer discovers that the tape has been ruined accidentally by the part-time night announcer. What can be substituted at the last minute for today's program?

II. The program today was to be a panel discussion done live at the studio. Guests on the panel include the Manager of the Chamber of Commerce, the Chairman of the Retail Trades Committee, the District Attorney, and the Home Extension Agent. The format of the program has been planned out in advance so that each of these panel members will have the opportunity to discuss their role in offering consumer protection and information services. You have just received a call that the Home Extension Agent will not be able to attend as she has been called out of town on an emergency. Who do you suggest as a substitute, or who can you present the information which she would have used?

III. Today's program is to be to read the main questions from letters received from consumers in the community and to try to answer them or refer the listeners to the proper agency. The secretary typed a list of the letter questions for the announcer to use, but 5 minutes before the program is to be broadcast the list cannot be found. What should be done?

IS THIS JOB FOR ME?

1. Do you like to be chairman of activities in which you participate?

2. Have you ever served as chairman of a dance, float building, program, etc., for a club?

3. Are you sympathetic with the feelings of other people?

4. Do you like to plan events and co-ordinate the activities of other members of the groups?

5. Are you patient with other people?

6. Do you have the ability to write poetry, short stories, plays, etc.?

7. Do you work well under pressure?

8. Is it easy for you to make decisions on the spur of the moment?

9. Are you able to put work first, even when it interferes with your own personal activities?

To be successful as head of a station's programming department, an in individual must be experienced in all phases of production. He must be able to understand technical problems such as those that are faced by other people on the staff. A program director usually has some writing ability and is well versed in mus c, and art. He understands his market, or the tastes of the people served by the station, and can devise program schedules that will please the majority. In addition to this, a good Radio Program Director needs a broad educational background, good business sense, the ability to delegate responsibility to others, a talent for making sound decisions with split-second timing, and a great deal of stamina.

Sometimes a program director fails because he is unable to prevail upon a staff of people with tremendous individual differences to work together as a smoothly functioning unit. To do a good job, he must be willing to put the station first in many instances, which means considerable personal sacrifice. A successful program director remains calm in the midst of confusion and is able to bring order out of chaos. He is flexible enough to change his plans and ideas and a warm regard for the feelings of others will help a person in this field keep a happy, hardworking staff.

Because a radio probram director must have a knowledge and experience in many areas, a college education is absolutely essential. A general liberal arts program is satisfactory, expecially if the student can include such subjects as business administration, personnel administration, public relations, psychology, public speaking, drama, creative writing and designing. It takes many years of on-the-job training to learn the details of the business. Even young men and women who have specialized in radio in college have a lot to learn. A program director must know the workings of every department with a station before he can handle this job.

RADIO ANNOUNCER

Radio staff announcers present news and live commercial messages, moderate duscussion programs, introduce programs, describe sporting events, act as masters of ceremonies, conduct interviews, and identify stations. In small stations they may perform additional duties such as operating the control board, selling time, and writing commercial and news copy.

Most announcers get their first broadcasting jobs in small stations. Because announcers in small stations sometimes operate transmitters, prospective announcers often obtain an FCC Radiotelephone First Class Operator License which enables them legally to operate a transmitter, and therefore, makes them much more useful to these stations.

To succeed as an announcer, one must have a pleasant and well-controlled voice, a good sense of timing, and excellent pronunciation. In addition, a thorough knowledge of correct English usage and a knowledge of dramatics, sports, music, and current events improve chances for success. When on the air, an announcer must be able to react quickly and imaginatively in unusual situations. He also must be a convincing salesman when presenting commercials. In addition to all the above qualifications, the most successful announcers have combinations of personality and showmanship that makes them attractive to audiences.

On the next page you will begin work on the tasks done by Al Sanchez, an announcer for Station KCON.

Following the staff meeting where the idea of the new program on consumer affairs was introduced, announcer Al Sanchez goes to work on getting together current news items to use as spots in the programs.

I. Check your local newspaper and watch local TV for items of news, current events, or human interest to use in connection with the program you are going to help write. Write these below for taping.

II. Obtain the commercials which have been written and practice reading them with expression and salesman ship to prepare for taping. Decide who in your group will be the announcer for your program.

III. One of the programs in the series is to be a remote broadcast on the spot of the opening of the Christmas Season where you are to interview shoppers as to their impressions, their shopping problems, and their complaints. Write the questions you will be using for these interviews.

IV. Prepare to outline the timing step by step from commercial to program, to commercial, to program, to commercial for the 15 minute broadcast you write. As you tape your program the first time, fill in the outline as a "goof" sheet noting the points on which mistakes were made.

IS THIS JOB FOR ME?

1. Do you have a voice quality pleasing to others?
2. Can you speak clearly and read orally with good pronunciation and expression?
3. Can you be depended on to be on time and to be loyal to a supervisor?
4. Do you like to work inside?
5. Do you prefer to work during days only?
6. Would unusual work hours cause you irritation?
7. Do you like people?
8. Are you a reasonably accurate judge of human nature?
9. Do you work well under pressure?
10. Are you easily upset and made nervous by changes in routine?
11. Are you ambitious and anxious to improve yourself?

Radio announcing is an exciting occupation. An announcer often has the thrill of getting the inside story when news breaks, before it is released to the public. He enjoys the company of both radio and television personalities and has the opportunity to meet and interview big-name celebrities when they visit his station.

Most stations and all of the big networks like to hire announcers with four-year liberal arts educations, preferably with majors in speech. There are many colleges and universities that offer courses in both speech and communications. Many colleges have radio stations at which students may get practical experience in broadcasting. There are also many technical school, usually located in metropolitan areas, where students may take a year's specialized course in broadcasting.

Ideally, a Radio Announcer should have at least half a year of study in engineering or electronics, so he will be able to operate the control board and other equipment. This training may be available at the college where he is taking a liberal arts course. If it is not, he can attend a good electronics school for day or evening courses. While this type of extra training is not necessary, it may make it easier for a man to get a good job.

Possibilities for advancement to other positions in the business are excellent, too. Many good radio announcers have become program directors, television personalities, station managers, directors, account executives and production supervisors.